DOCUMENT RESUME

ED 329 510 SP 031 223

AUTHOR Wood, Jane H.; Wood, Peter H.
TITLE Student and Advisor Attitudes toward Academic Advisement.
PUB DATE 89
NOTE 44p.
PUB TYPE Reports - Research/Technical (143)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Academic Advising; *Career Choice; College Curriculum; Course Evaluation; *Faculty Advisers; Higher Education; Secondary Education; *Student Attitudes; Student College Relationship; Teacher Attitudes

ABSTRACT

Three separate but similar questionnaires were mailed to faculty advisors, to secondary education majors, and to nonsecondary education majors in the College of Education and Allied Professions at Bowling Green State University. The majority of each group identified assistance with courses and scheduling at the advisors' most important function. Assistance with career exploration was the second most important function, followed by assistance with choices of major and minors. Help with personal problems, study skills, or red tape were perceived by all to be much less important. The considerable majority of all groups agreed that advisors were effective, helpful, knowledgeable, good listeners, available and relaxed in the advisement situation. All advisors judged the Program Advisement and Teacher Certification Office personnel effective and helpful. The majority of students but only a third of the advisors favored evaluating faculty advisors. Secondary students have two separate advisors, and the majority favored this dual advisor system. More students found their advisors helpful in a range of functions than was true 10 years ago (in a similar 1980 survey). The opinion survey instrument is appended. (Author/JD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED329510

Student and Advisor Attitudes Toward Academic Advisement

Jane H. Wood, Director

Program Advisement and Teacher Certification Office

Peter H. Wood

Educational Foundations and Inquiry

College of Education and Allied Professions

Bowling Green State University

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

P. H. Wood

J. H. Wood

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

BEST COPY AVAILABLE

5f031 R23

Student and Advisor Attitudes Toward Academic Advising

The nature of academic advisement has changed as American colleges and universities have expanded from a limited number of elite Eastern colleges to a diverse and multipurpose, loosely connected network of thousands of institutions and hundreds of thousands of students (see Grites, 1979, for a brief, historical review). As the systems have become larger and more complex, and as more and more people have become involved in the advising networks of midsize to large institutions, it seems appropriate to attempt to identify the beliefs, expectations and opinions of the students and faculty most directly involved in the advisement process. Grites (1979) has surveyed the advisement offered by American higher education, and his first recommendation for insuring maximum effectiveness is to "conduct a thorough assessment study" (p. 46) of the program's "utility, relevance and effectiveness."

The primary purpose of this study was to assess the opinions and beliefs of two of the major components of one College's advisement system: (1) the undergraduate students; and (2) the faculty who act as academic advisers.

This study also served as a partial replication of a similar study completed nearly 10 years ago (Wood and Wood, 1980). In the past 10 years: (1) the academic term had changed from quarters to semesters; (2) two new sets of state requirements had been instituted for teacher-education programs; (3) there had been a nearly complete turnover of central advisement staff; (4) new "General Education" requirements had been instituted; (5) more rigorous selection procedures had been instituted for most programs; and (6) a pattern of decreasing

enrollments had changed to a pattern of increasing enrollments that had begun to tax the available resources of the College.

The Types of Information Sought.

Academic advising has several different foci. The skills needed to assist students with "career advisement" would be somewhat different from the skills and training needed for dealing with courses and scheduling. Both differ from advisement focused upon improvement of "study skills" or help with "personal problems" or with institutional "red tape." It seemed particularly useful to ask both advisees and advisors to indicate which advisor responsibilities were most--and least--valued.

Different advisors would be expected to exhibit different degrees of perceived effectiveness. Although this study was not intended to be used to evaluate individual advisers, both advisees and advisers were asked to respond to various evaluative questions that could be employed in subsequent adviser evaluation. These questions served to assess advisement in general as well as to assess the utility of the questions for subsequent use. Students and faculty were also asked if advisors should be evaluated by students, and if this information should be used in making personnel decisions.

Students are not required to meet with their advisors. Respondents were asked if advisement should be required and also how many times they currently met.

Academic advisement in the College involves both a central advisement office and individual advisement by faculty in their own offices. Some students have been assigned to two different advisors while others have been assigned to one faculty or central-office

advisor. Additional advisement information is provided by a University Bulletin and by a series of program-specific lists of requirements or "checksheets." Questions concerning these various dimensions were asked of advisors and advisees.

Delimitations

Advising often involves more than faculty advisors, central-office advisors, descriptive catalogs and checksheets, and advisees. A complex interaction of advisees and advisors with faculty and administrators in deans' offices; counseling and health centers; admissions, registration, financial aid, housing, bursars and job-placement offices; as well as with faculty in classrooms and laboratories--all impact upon academic advising. Several of these areas or functions are regularly evaluated by students, by parents and by others. Although these areas are important, they did not serve as a focus for this study.

Two previous surveys of students (Wood and Wood, 1980) produced no differences between respondents and nonrespondents. Consequently, respondents to this survey remained anonymous, and follow-ups of nonrespondents were not conducted.

Summary

Academic advising in American Colleges and Universities has become a complex, multidimensional and multipurpose activity. The purpose of this study was to solicit the opinions of student advisees and faculty advisors concerning the purposes and components of the academic advising in one College of a multi-college university. The results of the surveys were intended to be compared with the results of a similar survey taken ten years ago.

METHODS

Subjects

The recent questionnaires were returned by 87 secondary students, 424 majors in elementary, special or specialized (K-12) education programs, and 52 faculty advisors. Approximately 28% of the students were freshmen, 30% were sophomores, 24% were juniors and 18% were seniors. The male to female ratio was approximately one male to four females.

Instruments and Procedures

Three separate questionnaires were mailed to: (1) BGSU students preparing to be secondary teachers; (2) BGSU students in other teacher-education programs; and (3) BGSU faculty-advisors in the College of Education and Allied Professions. Eighty-seven secondary majors (27%), 524 other students (25%), and 52 (57%) advisors returned questionnaires. The questionnaires presented 41 questions to students and 42 questions to faculty. All were asked to identify the most important, second-most important and least important of six possible advisor functions, and all were asked for their opinions concerning a range of advisement issues. These questionnaires and a copy of the questionnaire used with the 1980 study are in the appendices.

RESULTS

Advisor Functions

The most important advisor function was "Courses/Schedules" assistance for 80% of the secondary students, 78% of the elementary students, and 69% of the faculty. The second most important advisor function was assistance with "career exploration" for 40% of the secondary students, 43% of the elementary students and 27% of the faculty. The least important function was help with personal problems for 57% of elementary students, 58% of secondary students, and 34% of the faculty.

Table 1

The Advisors' Most Important Function

	Student Responses			Faculty
Advisor Functions:	1980	1988 Secondary	1988 Other	1988
Help with	N (%)	N (%)	N (%)	N (%)
1. Choice of Major/Minor	138 (26.6%)	4 (4.7%)	19 (4.5%)	5 (10%)
2. Career Exploration	88 (17.0%)	10 (11.8%)	56 (13.2%)	7 (14%)
3. Courses/Schedules	272 (52.5%)	68 (80%)	332 (78.5%)	36 (72%)
4. Study Skills	2 (0.4%)	0 (0%)	1 (0.2%)	0 (0%)
5. University Red Tape	14 (2.7%)	3 (3.5%)	15 (3.5%)	1 (2%)
6. Personal Problems	0 (0.0%)	0 (0%)	0 (0%)	1 (2%)

Advisor-Advisee Contact

The modal number of annual contacts between adviser and advisee was reported to be two meetings by both secondary students, other students and by faculty. Seven percent of the nonsecondary students and 12% of the secondary students reported no visits to advisers in a

year's time while approximately 6% reported six or more visits. Reports by faculty produced similar numbers.

The Secondary Students' Second Advisor

Eighty-nine percent of the secondary students reported that they "liked the idea of having two advisors" and "that the practice of assigning two advisors should be continued." Eighty-five reported that they knew the names of both advisors. The education advisor was reported to be "helpful" by 88%, and the content advisor by 71%. Seventy-six percent agreed or strongly agreed that they "would recommend my advisor to a friend in my situation" (10% disagreed and 14% were undecided), and 82% wished to continue with their present advisors (9% were undecided and 9% disagreed). Nine of the 16 secondary advisors agreed that the two advisor system was a good one, one disagreed and six had no basis for judgment.

Should Students Be Required to Meet with Advisors?

Fifty percent of the faculty, 57% of the secondary students and 74% of nonsecondary students agreed that students should be required to meet with their advisor at least once each term (30%, 21% and 11%, respectively disagreed with this requirement, and the others were undecided). In the previous survey, 55% of the students favored required meetings each quarter, 23% were undecided, and 22% disagreed.

Sixty-five percent of the faculty and of the secondary students, and 82% of the nonsecondary students favored required meetings at least once each year (20%, 13% and 9% respectively disagreed--with the remainder being undecided).

Evaluation of Advisors

Thirty-one percent of the faculty, 86% of the secondary students and 78% of the other students agreed that advisors should be evaluated by students. Ninety-three percent of the students in the 1980 survey supported student evaluation of advisors.

Thirty-one percent of the faculty agreed that student evaluations of advisors should be considered in merit/promotion decisions (41% disagreed), while 59% of secondary, 57% of the nonsecondary and 63% of students responding ten years ago agreed with this procedure.

Evaluation of PATCO

Eighty-three percent of the secondary students, eighty-two percent of the other students, and 100% of the faculty advisors agreed that the personnel of the PATCO office were "effective and helpful." Only two of the secondary students and 4% of nonsecondary students disagreed with this statement. Sixty-five percent of the 1980 students agreed with the statement and 8% disagreed.

Other Responses

Table 2 presents the percentage of advisors and students who agreed (strongly agree or agree) or disagreed (disagree and strongly disagree) with a range of statements about advisors and advisement. In general, advisors and students tended to hold similar positions concerning advisor helpfulness, advisor knowledge and advisor listening ability--with advisors rating themselves somewhat higher than students rated them on helpfulness/effectiveness and listening skills. The majority agreed that students retained and used checksheets--with students rating themselves higher than did their advisors. The majority of each group agreed that advisees should be

Table 2

Faculty and Student Agreement and Disagreement with Survey Statements

Survey Statements (abbreviated)	Responses: % Agreement (% Disagreement) (N = 52) Faculty Advisors Agree (disagree)	(N = 87) Secondary Students Agree (disagree)	(N = 423) K-8, K-12 Students Agree (disagree)	(N = 519) Students (1980 survey) Agree (disagree)
1. Advisor is effective/helpful.	92% (0%)	79% (9%)	65% (16%)	64% (19%)
2. I would recommend my advisor to a friend.		76% (10%)	65% (20%)	60% (21%)
3. I would like to continue with my present advisor.		82% (9%)	69% (19%)	67% (20%)
4. Advisement should occur in central office.	14% (77%)	28% (46%)	33% (37%)	53% (23%)
5. Advisor is knowledgeable about courses, programs.	82% (2%)	88% (1%)	77% (7%)	
6. Advisor is hard to get in touch with.	2% (78%)	11% (75%)	26% (54%)	
7. Advisor is a good listener.	92% (0%)	82% (7%)	72% (8%)	
8. Advisees retain and use checksheets.	88% (2%)	100% (0%)	99% (0%)	
9. Advisees are familiar with checksheets.	69% (8%)	94% (1%)	89% (1%)	
10. Advisees use University Bulletin.	43% (22%)	80% (10%)	73% (9%)	
11. Advisees should be required to meet...each term.	50% (30%)	57% (21%)	74% (11%)	43% (34%)
12. Advisees should be required...each year.	65% (20%)	65% (13%)	82% (9%)	72% (19%)
13. Advisors should be evaluated by students.	31% (35%)	86% (2%)	78% (3%)	93% (2%)
14. Student evaluation of advisors for merit/promotion.	31% (41%)	59% (9%)	57% (11%)	63% (11%)

required to meet with advisors each year with nonsecondary students more in agreement (82%) than were advisors (65%) or secondary students (65%). Advisors and students tended to differ on the issue of student evaluation of advisors with advisors split on the issue (31% agree, 35% disagree, 34% undecided) while a majority of students favored advisor evaluation.

Advisor Helpfulness

Table 3 presents advisor and student responses concerning the helpfulness of advisors in various advisement areas or functions. In general advisors tended to find themselves more helpful than their advisees found them--with more secondary students rating advisors as helpful than did nonsecondary students. Considerably fewer students surveyed in 1980 rated advisors as helpful. The more recent student responses to advisor helpfulness in a variety of areas was more positive than responses to similar questions by students ten years ago. More advisees both recent and past, judged advisors helpful with assistance in course scheduling and referring advisees to appropriate offices or personnel. Fewer advisors and advisees tended to judge advisors helpful in assisting students with self-understanding, enjoyment of experiences at BGSU or with personal concerns and worries.

Advisement Meetings

Table 4 presents student and advisor responses regarding the truthfulness of statements describing advisement meetings. Again, advisors and advisees tended to agree with slightly more advisors than advisees responding in positive terms. Again, with one exception, secondary advisors tended to be perceived slightly more positively than nonsecondary advisors. The exception was in the advisors keeping

Table 3

Faculty and Student Perceptions of Advisor Helpfulness in Various Advisement Areas

Survey Statement Area of function (Abbreviated)	Responses: Helpful (Not Helpful) Faculty Advisors N = 52 Helpful (Not Helpful)	Secondary Students N = 87 Helpful (Not Helpful)	K-8, K-12 Students N = 423 Helpful (Not Helpful)	Students from 1980 survey Helpful (Not Helpful)
1. Referring advisees to offices/persons.	100% (0%)	80% (7%)	73% (11%)	57% (13%)
2. Assisting in deciding on course schedule.	90% (4)	80% (9%)	81% (12%)	61% (14%)
3. Exploring majors/minors	90% (2%)	68% (12%)	52% (20%)	35% (21%)
4. Exploring career possibilities	90% (0%)	67% (11%)	50% (20%)	38% (18%)
5. Assisting...self-understanding/goals	78% (0%)	46% (24%)	35% (26%)	23% (24%)
6. Being someone advisees can depend on.	90% (0%)	68% (9%)	58% (20%)	42% (23%)
7. Cutting through red tape.	86% (0%)	65% (8%)	48% (23%)	25% (19%)
8. Helping...enjoy experiences at BGSU.	58% (4%)	59% (14%)	49% (16%)	29% (20%)
9. Helping with personal concerns/worries.	69% (8%)	42% (14%)	35% (27%)	14% (20%)

Table 4

Faculty and student Descriptions of Advisement Meetings

Descriptive Statements (abbreviated)	Faculty Advisors N = 52 True (Not True)	Secondary Students N = 87 True (Not True)	K-8, 1-8, K-12 Students N = 423 True (Not True)
1. Ask me questions about college experience.	80% (6%)	55% (31%)	51% (31%)
2. Keeps well informed about advisee progress.	76% (12%)	37% (38%)	50% (32%)
3. Encourages advisees to talk about experiences.	79% (4%)	73% (11%)	66% (13%)
4. Uses knowledge about vocations/careers	79% (6%)	77% (8%)	61% (19%)
5. Is/seems relaxed when talking with advisees	100% (0%)	95% (3%)	88% (7%)
6. Uses knowledge about BGSU rules/regulations	94% (2%)	83% (4%)	76% (8%)
7. Is unclear/uncertain about program/graduate requirements.	6% (74%)	5% (90%)	10% (76%)
8. Is often rushed--in a hurry to end meetings.	10% (70%)	9% (82%)	19% (69%)
9. Uses knowledge of post-graduate opportunities.	73% (8%)	59% (19%)	42% (28%)

well informed about advisee progress (76% of advisors said this was true, but only 37% of secondary students and 50% of nonsecondary students agreed). This "informed about progress" question and a question regarding "asking students about their college experiences" produced the greatest discrepancy between advisor and advisee opinions.

Advice from the Advisors

Table 5 presents only advisor responses to a series of questions--some of which were also presented to advisees and reported in previous tables. One-hundred percent of the advisors agreed that PATCO personnel were effective and helpful, and 92% agreed that they also were effective and helpful advisors. Only a minority of advisors agreed that all advisement should occur in a centralized advisement office (14% agreement), that they had too many advisees to be effective (28%), that they would prefer to have no advisees (10%), or that there should be more advisor training sessions (20%).

Possible Evaluation Scales

The nine "advisor helpfulness" questions were converted into a summated rating scale and produced an internal consistency coefficient of .95 (Cronbach Alpha). All of the questions were intercorrelated and all correlated positively (.73 to .86) with the remainder of the whole scale.

The nine questions describing advisement meetings also produced an internally consistent (Cronbach Alpha of .90) with item-scale correlations ranging from .55 to .77. Similar results were produced when responses from secondary and nonsecondary students were examined separately.

Table 5

Responses from Faculty Advisors (N = 52)

Question	Strongly Agree or Agree (1)	(2)	Disagree or Strongly Agree (4)	(5)	Mean
1. I feel I am an effective, helpful advisor.	92%		0%		1.6
2. I find PATCO personnel effective and helpful.	100%		0%		1.2
3. All advisement should occur in a centralized advising office.	14%		77%		3.9
4. I have too many advisees to be truly effective with all.	28%		61%		3.4
5. Advisors should be evaluated by students.	31%		35%		3.0
6. There should be more advisor orientation/training sessions.	20%		38%		3.0
7. I believe I am knowledgeable about courses, program requirements.	82%		2%		1.8
8. I would prefer having no advisees (if I had my choice).	10%		86%		4.1
9. My advisees find me easy to contact; I keep regularly scheduled office hours.	78%		2%		2.0
10. My advisees retain and use their checksheets.	88%		2%		1.8
11. My advisees are familiar with information on front/back of checksheet.	69%		8%		2.2
12. My advisees use their University Bulletin to learn about procedures.	43%		22%		2.7

As was true with the 1980 results, the three general satisfaction questions produced a short scale with an Alpha reliability of .96--regardless of which student group is employed.

Conclusions and Comments

As was true in the 1980 survey, the greatest number of students perceived academic advisement to be most appropriately focused upon help with selecting and scheduling courses. However, the second most important function appears to have shifted from help with major/minor decisions to help with career decisions. As was true 10 years ago, academic advisors are not perceived by students as a major source of advice regarding personal problems or study skills. Faculty advisors appear to share this perception of the functions of academic advisement. Both students and advisors also tend to view advisors as most helpful in assisting with courses and scheduling choices and least helpful in dealing with personal concerns or self-understanding.

Notably more current students, than students ten years ago, judged advisors to be more helpful in all advisor functions, and more secondary than nonsecondary students appeared satisfied with advisement and with advisors.

Ten years ago, the majority (72%) of advisees reported their belief that advisees should be required to meet with advisors each year, and a majority of advisees (82% of nonsecondary and 65% of secondary) and a majority of advisors (65%) currently support required annual meetings.

Advisors appeared to find the Central Advisement (PATCO) staff effective and helpful (100% agreement), but few believe that all advisement should occur in a central office (14% agreement) or that

there should be more advisor training sessions (20% agreement). Few advisors felt that they had too many advisees to be effective or that they would prefer to have no advisees at all.

Approximately 20% more 1988 students (than the 1980 students) found PATCO personnel helpful and effective and fewer than 19 of the 1988 students (and no advisors) disagreed.

41/2

References

Grites, T. J. (1979). Academic Advising: Getting Us Through the Eighties. (AAHER-ERIC/Higher Education Research Report No. 7). Washington, D.C.: American Association for Higher Education.

Wood, P. H., & Wood, J. H. (1980). Student attitudes toward academic advisement. ERIC Resources in Education (ED 187 183).

APPENDICES

A. Questionnaires sent to:

   1. Secondary Students

   2. Nonsecondary Students

   3. Faculty Advisors

B. Majors Represented in the Different Response Groups

C. 1980 Advisement Report

D. 1980 Advisement Questionnaires

A. Questionnaires sent to:

1. Secondary Students

2. Nonsecondary Students

3. Faculty Advisors

Your Opinions: Academic Advisement

A SURVEY

As Director of Advisement in the College of Education and Allied Professions, I am very interested in YOUR perception of the advisement services available in the College. Please take 10 minutes to respond to the following questions and simply refold these sheets (making certain PATCO address is visible), staple, and return via campus mail. Your response will help us to assess our advising effectiveness and your level of satisfaction with the services provided.

Thank you.

Jane Wood

* *

Fill in the blanks:

1) My major(s): _____

As a secondary education major you have two advisors--an education advisor and a content area advisor. Please answer the following questions about these two advisors. Just place the number of the best answer in the space to the left of each question.

(6) ____ Do you know the names of both of your advisors? 1 = Yes 2 = No

(7) ____ Is your education advisor helpful? 1 = Yes 2 = No

(8) ____ Is your content advisor helpful? 1 = Yes 2 = No

(9) ____ Do you like the idea of having two advisors? 1 = Yes 2 = No

(10) ____ Do you think the practice of assigning two advisors should be continued? 1 = Yes 2 = No

Portions of this questionnaire ask questions about your advisor. Please choose ONE of your advisors to evaluate, write that advisor's name in #2 below, and respond to the remaining questions keeping that advisor in mind.

2) My advisor's name: _____

Place the number of the best answer in the space to the left of each question.

(11) ____ 3) I am a: (1) Freshman (2) Sophomore (3) Junior (4) Senior

(12) ____ 4) I am a: (1) Male (2) Female

(13) ____ 5) I generally see my advisor the following number of times per year:

0 1 2 3 4 5 6=6 or more times

Place the NUMBER of the best answer in the space to the left of each question.

Answer Key:
(1) Choice of Major/Minor
(2) Career Exploration
(3) Courses/Schedules
(4) Study Skills
(5) University Red Tape
(6) Personal Problems

(14) _____ 6) Your advisor's MOST IMPORTANT JOB is to help you with which of the above decision/problem areas?

(15) _____ 7) Your advisor's SECOND MOST IMPORTANT JOB is ...?

(16) _____ 8) Your advisor's LEAST IMPORTANT JOB is ...?

Answer Key:
(1) Strongly Agree
(2) Agree
(3) Partly Agree-Partly Disagree
(4) Disagree
(5) Strongly Disagree
(6) No Basis for Judgment

(17) _____ 9) I would recommend my advisor to a friend in my situation.

(18) _____10) I would like to continue with my present advisor.

(19) _____11) My advisor is effective and helpful.

(20) _____12) Personnel in my College's central Advisement Office (365 Education Building) have been effective and helpful when I've contacted/seen them.

(21) _____13) Students should be required to meet with their advisor at least once each term.

(22) _____14) All students should be required to meet with their advisor at least once each year.

(23) ____15) All advisement should occur in a centralized advising office.

(24) _____16) Advisors should be evaluated by students.

(25) _____17) My advisor is knowledgeable about courses, schedules, and program requirements.

(26) _____18) My advisor is hard to get in touch with.

(27) _____19) My advisor is a good listener.

(28) _____20) Student evaluation of advisors should be considered in faculty merit/promotion decisions.

(29) _____21) I have retained (and use) my major checksheet.

(30) _____22) I can honestly say I have studied my checksheet carefully and am familiar with the course requirements listed on the front AND the program admission/student teaching requirements, etc., indicated on the back.

(31) _____23) I refer to the University Bulletin (catalog) often to learn about policy/procedures/course descriptions.

BEST COPY AVAILABLE

How helpful has your advisor been in each of the following areas?

(1) Definitely Not Helpful
(2) Generally Not Helpful
(3) Neither Helpful nor Not Helpful
(4) Generally Helpful
(5) Very Helpful
(6) Not Relevant or Not Answerable

(32) ____24) Referring me to offices/persons that can help solve my problems.

(33) ____25) Deciding upon a course schedule.

(34) ____26) Exploring majors or minors of interest to me.

(35) ____27) Exploring career possibilities.

(36) ____28) Helping me to understand myself and my goals.

(37) ____29) Being someone I can depend upon.

(38) ____30) Cutting through BGSU (or other) red tape.

(39) ____31) Helping me to more enjoy my experience at BGSU.

(40) ____32) Helping me decide what to do about my personal concerns and worries.

How true of your meetings with your advisor is each of the following statements?

(1) Not at all True
(2) Generally Not True
(3) Partly True But Partly Not True
(4) Generally True
(5) Very True

My advisor:

(41) ____33) Asks me questions about my college experience.

(42) ____34) Keeps well informed about my progress at BGSU.

(43) ____35) Does NOT encourage me to talk about my knowledge and experiences.

(44) ____36) Uses knowledge of vocational and career opportunities in advising.

(45) ____37) Seems relaxed while talking with me.

(46) ____38) Uses knowledge of BGSU rules and regulations in advisement.

(47) ____39) Seems uncertain or unclear about program requirements or graduation requirements.

(48) ____40) Seems in a hurry to end our meetings.

(49) ____41) Uses knowledge of post-graduate opportunities in advising.

5/7

Your Opinions: Academic Advisement

A SURVEY

As Director of Advisement in the College of Education and Allied Professions, I am very interested in YOUR perception of the advisement services available in the College. Please take 10 minutes to respond to the following questions and simply refold these sheets (making certain PATCO address is visible), staple, and return via campus mail. Your response will help us to assess our advising effectiveness and your level of satisfaction with the services provided.

Thank you.

Jane Wood

* *

Fill in the blanks:

1) My major(s): _____

2) My advisor's name: _____

Place the number of the best answer in the space to the left of each question.

(11) ____ 3) I am a: (1) Freshman (2) Sophomore (3) Junior (4) Senior

(12) ____ 4) I am a: (1) Male (2) Female

(13) ____ 5) I generally see my advisor the following number of times per year:

0 1 2 3 4 5 6=6 or more times

Place the NUMBER of the best answer in the space to the left of each question.

Answer Key:
(1) Choice of Major/Minor
(2) Career Exploration
(3) Courses/Schedules
(4) Study Skills
(5) University Red Tape
(6) Personal Problems

(14) ____ 6) Your advisor's MOST IMPORTANT JOB is to help you with which of the above decision/problem areas?

(15) ____ 7) Your advisor's SECOND MOST IMPORTANT JOB is ...?

(16) ____ 8) Your advisor's LEAST IMPORTANT JOB is ...?

Answer Key: (1) Strongly Agree (4) Disagree
(2) Agree (5) Strongly Disagree
(3) Partly Agree-Partly Disagree (6) No Basis for Judgment

(17) _____ 9) I would recommend my advisor to a friend in my situation.

(18) _____10) I would like to continue with my present advisor.

(19) _____11) My advisor is effective and helpful.

(20) _____12) Personnel in my College's central Advisement Office (365 Education Building) have been effective and helpful when I've contacted/seen them.

(21) _____ 13) Students should be required to meet with their advisor at least once each term.

(22) _____14) All students should be required to meet with their advisor at least once each year.

(23) _____15) All advisement should occur in a centralized advising office.

(24) _____16) Advisors should be evaluated by students.

(25) _____17) My advisor is knowledgeable about courses, schedules, and program requirements.

(26) _____18) My advisor is hard to get in touch with.

(27) _____19) My advisor is a good listener.

(28) _____20) Student evaluation of advisors should be considered in faculty merit/promotion decisions.

(29) _____21) I have retained (and use) my major checksheet.

(30) _____22) I can honestly say I have studied my checksheet carefully and am familiar with the course requirements listed on the front AND the program admission/student teaching requirements, etc., indicated on the back.

(31) _____23) I refer to the University Bulletin (catalog) often to learn about policy/procedures/course descriptions.

How helpful has your advisor been in each of the following areas?

(1) Definitely Not Helpful
(2) Generally Not Helpful
(3) Neither Helpful nor Not Helpful
(4) Generally Helpful
(5) Very Helpful
(6) Not Relevant or Not Answerable

(32) ____24) Referring me to offices/persons that can help solve my problems.

(33) ____25) Deciding upon a course schedule.

(34) ____26) Exploring majors or minors of interest to me.

(35) ____27) Exploring career possibilities.

(36) ____28) Helping me to understand myself and my goals.

(37) ____29) Being someone I can depend upon.

(38) ____30) Cutting through BGSU (or other) red tape.

(39) ____31) Helping me to more enjoy my experience at BGSU.

(40) ____32) Helping me decide what to do about my personal concerns and worries.

How true of your meetings with your advisor is each of the following statements?

(1) Not at all True
(2) Generally Not True
(3) Partly True But Partly Not True
(4) Generally True
(5) Very True

My advisor:

(41) ____33) Asks me questions about my college experience.

(42) ____34) Keeps well informed about my progress at BGSU.

(43) ____35) Does NOT encourage me to talk about my knowledge and experiences.

(44) ____36) Uses knowledge of vocational and career opportunities in advising.

(45) ____37) Seems relaxed while talking with me.

(46) ____38) Uses knowledge of BGSU rules and regulations in advisement.

(47) ____39) Seems uncertain or unclear about program requirements or graduation requirements.

(48) ____40) Seems in a hurry to end our meetings.

(49) ____41) Uses knowledge of post-graduate opportunities in advising.

5/5

Your Opinions: Academic Advisement

A SURVEY

This semester Larry Wills and I are conducting a comprehensive evaluation of the College's advisement services. We are soliciting input from both students and advisors on advisement issues. Please take a few minutes to respond to this questionnaire, refold it, and return via campus mail.

Thank you.

Jane Wood

* *

1) I advise students with the following major(s): _____

_____

2) I generally see each advisee the following number of times per year. (Circle one): 0 1 2 3 4 5 5+

Place the NUMBER of the best answer in the space to the left of each question.

Answer Key:
(1) Choice of Major/Minor
(2) Career Exploration
(3) Courses/Schedules
(4) Study Skills
(5) University Red Tape
(6) Personal Problems

_____ 3) As an advisor my MOST IMPORTANT JOB is to help advisees with which of the above decision/problem areas?

_____ 4) My SECOND MOST IMPORTANT JOB is ...?

_____ 5) My LEAST IMPORTANT JOB is ...?

Answer Key:
(1) Strongly Agree
(2) Agree
(3) Partly Agree-Partly Disagree
(4) Disagree
(5) Strongly Disagree
(6) No Basis for Judgment

_____ 6) I feel I am an effective, helpful advisor.

_____ 7) I have found personnel in PATCO to be effective and helpful when I've contacted them about a problem.

_____ 8) Students should be <u>required</u> to meet with their advisor at least once <u>each term</u>.

_____ 9) All students should be required to meet with their advisor at least once each year.

_____10) All advisement should occur in a centralized advising office.

_____11) I have too many advisees to be truly effective with all of them.

_____12) Advisors should be evaluated by students.

_____13) There should be more advisor orientation/training sessions for advisors.

_____14) I believe I am knowledgeable about courses, schedules, and program requirements.

_____15) I would prefer having no advisees (if I had my choice).

_____16) My advisees find me easy to get in touch with and I keep regularly scheduled office hours.

_____17) I am a good listener.

_____18) Student evaluations of advisors should be considered in faculty merit/promotion decisions.

_____19) My advisees retain and use their checksheets.

_____20) My advisees are familiar with the information indicated on the front AND BACK of the checksheet.

_____21) My advisees use their University Bulletin (catalog) to learn about policy/procedures/course descriptions.

How helpful do you feel you are in each of the following areas?

(1) Definitely Not Helpful
(2) Generally Not Helpful
(3) Neither Helpful nor Not Helpful
(4) Generally Helpful
(5) Very Helpful
(6) Not Relevant or Not Answerable

_____22) Referring advisees to offices/persons that can help them solve their problems.

_____23) Assisting advisees in deciding upon a course schedule.

_____24) Exploring majors or minors of interest to advisees.

_____25) Exploring career possibilities with advisees.

_____26) Assisting advisees to understand themselves and their goals.

_____27) Being someone advisees can depend on.

_____28) Assisting advisees to cut through BGSU red tape.

_____29) Assisting advisees to more enjoy their experience at BGSU.

_____30) Helping advisees decide what to do about their personal concerns and worries.

How true of your meetings with advisees is each of the following statements?

(1) Not at all True
(2) Generally Not True
(3) Partly True But Partly Not True
(4) Generally True
(5) Very True

As an advisor I:

_____31) Ask advisees questions about their college experience.

_____32) Keep well informed about my advisees' progress at BGSU.

_____33) Don't encourage advisees to talk about their knowledge and experiences.

_____34) Use knowledge of vocational and career opportunities in advising.

_____35) Am relaxed when talking with advisees.

_____36) Use knowledge of BGSU rules and regulations in advisement.

_____37) Am uncertain or unclear about program requirements or graduation requirements.

_____38) Am often rushed when meeting with advisees.

_____39) Use knowledge of post-graduate opportunities in advising.

Respond to the following questions only if you are a SECONDARY advisor:

Answer Key: (1) Yes
(2) No
(3) No Basis for Judgment

_____ I believe that the current system in which secondary majors have two advisors (education and content) is a good one.

_____ Secondary majors consult with their education advisor.

_____ Secondary majors consult with their content advisor.

5/6

B. Majors Represented in the Different Response Groups

MAJORS RESPONDING TO THE QUESTIONNAIRES

Majors with 1 advisor (non-secondary)	
Art Education	5
Business Education	14
Child/Family	4
Communications	9
Comprehensive Science	4
Dietetics	1
Elementary	196
Environmental Science	2
French	3
German	1
Health	1
Hearing Impaired	6
Home Economics	3
Industrial Education	4
Library and Educ. Media	5
Marketing	1
Recreation Administration	8
Restaurant Management	1
Social Studies	24
Spanish Education	4
Special Education	16
Special & Elementary Educ.	17
Speech and Hearing	16
Sport Management	54
Undecided	7

Majors with 2 advisors (secondary)	
American Studies	2
Biology	12
Chemistry	2
Communications	1
English	27
History	2
Math	31
Physics	2
Psychology	4
Psychology/Sociology	1
Social Studies	1

sshl/2

C. 1980 Advisement Report

(See ED 187 183)

Appendix D. 1980 Advisement Questionnaires

Your Opinions: Academic Advisement

A Survey

Our Academic Advisement Committee would appreciate your opinions concerning your academic advisement at BGSU. Please place the NUMBER of the best answer in the space to the left of each question. Thank You.

_____ 1) I am a: (1) Freshman (2) Sophomore (3) Junior (4) Senior (5) Other

_____ 2) About how many times have you met with your current faculty advisor since September 1978?

_____ 3) About how many times have you ever met with a faculty advisor?

Answer Key: (1) Major-Minor (2) Career (3) Courses-Schedules (4) Study Skills (5) Red Tape
(6) Personal Problems

_____ 4) Your advisor's **MOST IMPORTANT JOB** is to help you with which of the above decision-problem areas?

_____ 5) Your advisor's **SECOND MOST IMPORTANT JOB** is...?

_____ 6) Your advisor's **LEAST IMPORTANT JOB** is...?

Answer Key: (1) Strongly Agree (2) Agree (3) Partly Agree-Partly Disagree
(4) Disagree (5) Strongly Disagree

_____ 7) I would recommend my advisor to a friend in my situation.

_____ 8) I would like to continue with my present advisor.

_____ 9) My advisor is effective and helpful.

_____ 10) My College's Central Advisement Office is effective and helpful.

_____ 11) All students should be **REQUIRED** to meet with their advisor at least once **EACH QUARTER.**

_____ 12) All advisement should be centralized in a college office.

_____ 13) My course work is valuable and worthwhile.

_____ 14) My non-academic life at BGSU is exciting and enjoyable.

_____ 15) I am committed to my current major and do not plan to change it.

_____ 16) I will probably drop out of college.

Circle what will most probably be your highest academic degree.

H.S. Diploma College Diploma Master's Doctorate-Law-M.D.

PLEASE REFOLD THIS SHEET AND RETURN IT VIA CAMPUS MAIL.

Your Opinions: Academic Advisement
A Survey

Our Academic Advisement Committee would appreciate your opinions concerning your academic advisement at BGSU. Please place the NUMBER of the best answer in the space to the left of each question. Thank you.

____ 1) I am a: (1) Freshman (2) Sophomore (3) Junior (4) Senior (5) Other

____ 2) About how many times have you met with your current faculty advisor since September, 1978?

____ 3) About how many times have you ever met with a faculty advisor?

Answer Key: (1) Major/Minor (2) Career (3) Courses/Schedules (4) Study Skills
(5) Red Tape (6) Personal Problems

____ 4) Your advisor's MOST IMPORTANT JOB is to help you with which of the above decision/problem areas?

____ 5) Your advisor's SECOND MOST IMPORTANT JOB is...?

____ 6) Your advisor's LEAST IMPORTANT JOB is...?

Answer Key: (1) Strongly Agree (2) Agree (3) Partly Agree-Partly Disagree
(4) Disagree (5) Strongly Disagree

____ 7) I would recommend my advisor to a friend in my situation.

____ 8) I would like to continue with my present advisor.

____ 9) My advisor is effective and helpful.

____10) My College's central Advisement Office is effective and helpful.

____11) Students should be required to meet with their advisor at least once each quarter.

____12) All students should be required to meet with their advisor at least once each year.

____13) My course work is valuable and worthwhile.

____14) My non-academic life at BGSU is exciting and enjoyable.

____15) I am committed to my current major and do not plan to change it.

____16) I will probably drop out of college.

OVER -- OVER

Answer Key: (1) Strongly Agree (2) Agree (3) Partly Agree-Partly Disagree
(4) Disagree (5) Strongly Disagree

____17) Faculty advisors should be evaluated regularly by students.

____18) Classroom instruction should be evaluated regularly by students.

____19) Student ratings of classroom instruction should be included in faculty personnel files.

____20) Student ratings of teachers now are taken seriously by faculty.

____21) My advisor is knowledgeable concerning courses, schedules, and program requirements.

____22) My advisor is hard to get in touch with.

____23) My advisor is dependable.

____24) Education students should be provided with more opportunity to gain field experiences in the schools.

How familiar are you with the following field experiences?
(1) Was (Am) in it. (2) Know all about it. (3) Have heard about it.
(4) May have heard something about it. (5) Don't think I've heard of it.
(6) Other _____

____25) Help-A-Child Tutoring Project

____26) Alternatives in Education

____27) Project Interaction

____28) MEP (Elementary Methods Experience Project)

____29) MERGE (Special Education Undergraduate Teacher Training Project)

____30) The Secondary School Integrated Quarter

____31) The highest academic degree that I will receive probably will be:
(1) H.S. diploma (2) College diploma (3) Master's
(4) Doctorate/Law/M.D.

____32) My major is in the area of:
(1) Elementary (2) Special Education (3) Elementary & Special Education (4) Music (5) Art (7) HOEC (8) Business Education
(9) HPER (10) A 7-12 subject area (11) Other _____

D3/D

Bowling Green State University

College of Education
Academic Program Advisement Office
365 Education Building
Bowling Green, Ohio 43403
(419) 372 0131

EFFECTIVENESS OF ADVISEMENT: SURVEY

Your observations and opinions concerning advisement procedures would be very helpful to the committee now examining advisement policies and practices. Therefore, we are asking you to take a few minutes to complete this questionnaire, refold it, and return it via CAMPUS MAIL to 365 Education Building.

Sincerely,

Jane Krone

Jane Krone, Director
Program Advisement
College of Education

(Please answer the following questions by putting the NUMBER of the best answer in the space provided.)

_____ 1. I am a: (1) Freshman; (2) Soph.; (3) Jr.; (4) Sr.; (5) Other_____
_____ 2. I am: (1) Male; (2) Female
_____ 3. How many times (since Sept.) have you met with your current faculty advisor?
_____ 4. How many times have you ever met (for 10 minutes or more) with your current faculty advisor?
_____ 5. For how many quarters (including this one) have you had your current advisor?
_____ 6. How many times have you called or met with someone (other than your advisor) from the College Advisement Office?
_____ 7. In your opinion, the most important job of your advisor is to help you with:
(1) deciding upon your major(s) and/or minor(s);
(2) deciding upon, choosing and preparing for your future career;
(3) choosing courses and planning your schedule;
(4) improving your study skills and course grades;
(5) solving your problems with other faculty, with the administration, or with BGSU regulations;
(6) solving personal, family-related, or financial (or other non-course, non-major, non-career, or non-administrative) problems.
_____ 8. Which of these is the second most important job of your advisor?
_____ 9. Which of these is the least important job of your advisor?
_____10. Which of these is the most important job or function of the College's Central Program Advisement Office?

How helpful has your advisor been in each of the following areas?

1. definitely not helpful
2. generally not helpful
3. neither helpful nor not helpful
4. generally helpful
5. very helpful
6. not relevant or not answerable

_____11. Referring me to offices/persons that can help solve my problems
_____12. Deciding upon a course schedule
_____13. Exploring major or minors of interest to me
_____14. Exploring career possibilities
_____15. Helping me to understand myself and my goals
_____16. Being someone I can depend upon
_____17. Cutting through BGSU (or other) red tape
_____18. Helping me to more enjoy my experience at BGSU
_____19. Helping me decide what to do about my personal concerns and worries

How TRUE of your meetings with your advisor is each of the following statements?

(1) Not at all true
(2) Generally not true
(3) Partly true but partly not true
(4) Generally true
(5) Very true

My advisor:

_____20. Asks me questions about my college experience.
_____21. Keeps well informed about my progress at BGSU.
_____22. Does NOT encourage me to talk about my knowledge and experiences.
_____23. Uses knowledge of vocational and career opportunities in advising.
_____24. Seems relaxed while talking with me.
_____25. Uses knowledge of BGSU rules and regulations in advisement.
_____26. Was(Is) hard to get in touch with.
_____27. Seemed uncertain or unclear about program requirements or graduation requirements.
_____28. Seemed in a hurry to end our meetings.
_____29. Uses knowledge of post-graduate opportunities in advising.
_____30. Suggests(suggested) other people or offices from whom I could seek help.
_____31. Seems knowledgeable about my program's requirements.
_____32. Seems willing and able to listen to me.

OVERALL

(1) Strongly disagree
(2) Disagree
(3) Partly disagree--partly agree
(4) Agree
(5) Strongly agree
(6) I can't answer this question.

_____33. It is important to me that I receive good advising.
_____34. I would recommend my advisor to a friend in my situation.
_____35. I would like to continue with my present advisor.
_____36. The central College Office of Program Advisement is effective and helpful.
_____37. My faculty advisor is effective and helpful.
_____38. Faculty advisors should be evaluated regularly.
_____39. Classroom instruction should be evaluated regularly.
_____40. Student evaluations of advisors should be included in faculty personnel files and should be considered in promotion decisions.
_____41. Student evaluations of classroom instruction should be included in faculty personnel files and should be considered in promotion decisions.
_____42. I am generally happy with my experiences at BGSU.
_____43. I would like the College of Education to eliminate the faculty advisement system and expand the services of the centralized college advising office.
_____44. I think all students should be required to meet with their advisor at least once a year.

_____45. I think that all students should be required to meet with their advisor at least once each quarter.

_____46. I have found my academic program at BGSU to be enjoyable.

_____47. I have found my non-academic life at BGSU to be exciting and enjoyable.

_____48. I have found my academic program to be demanding.

_____49. I have found my academic program to be challenging.

_____50. I have found my non-academic life at BGSU to be a waste.

_____51. I have found my course work to be valuable and worthwhile.

_____52. I have found my courses to be a waste.

_____53. I am committed to my current major and do not plan to change it.

_____54. I will probably drop out of college.

_____55. How likely are you to graduate from BGSU on schedule? (1) a sure thing; (2) very likely; (3) likely; (4) not sure; (5) unlikely; (6) very unlikely.

_____56. What will most probably be your highest academic degree?
(1) high school diploma
(2) college diploma (bachelor's degree)
(3) master's degree
(4) doctoral degree

57. Your academic major _____

Suggestions for improvement of advisement (or anything else) at BGSU: